DOCUMENT RESUME

ED 156 234 JC 780 328

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TITLE Employer Evaluation of 1975-76 Occupational Graduates.
INSTITUTION Moraine Valley Community Coll., Palos Hills, Ill.
PUB DATE Sep 77
NOTE 48p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Community Colleges; *Employer Attitudes; *Followup Studies; Grade Point Average; Institutional Research; *Job Skills; Job Training; *Junior Colleges; *Performance Factors; Personnel Evaluation; Program Evaluation; Vocational Education; Work Attitudes
IDENTIFIERS Employer Surveys

ABSTRACT

A follow-up study of Moraine Valley Community College (MVCC) occupational program graduates' employers was conducted to determine (1) whether graduates possessed the necessary human relations abilities, and communications, problem-solving, technical, and life skills to function effectively in their positions; (2) the quality and quantity of MVCC graduates' work; (3) graduates' work attitudes; (4) the relationship of MVCC achievement to employer evaluation; (5) strengths and weaknesses in MVCC occupational program areas; and (6) whether employers would hire additional MVCC graduates. Employers of 131 graduates in business, health science, technology, and public service received questionnaires; 121 responded. Survey results were summarized for all occupational graduates and each skill area by program. Employers rated graduates good/excellent in life skills, quality and quantity of work, and overall suitability and attitude, and good in human relations, technical, and problem-solving skills. Public service graduates received the highest composite ratings. The grade point averages (GPA) of technology program graduates were related to employers' evaluations; high evaluations in human relations, problem-solving, and life skills, and quality and quantity of work tended to correlate with high GPA. Based on experience with MVCC graduates, 85% of employers indicated they would hire future graduates. (TE)

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EMPLOYER EVALUATION OF 1975-76 OCCUPATIONAL GRADUATES

Office of Research and Evaluation

MORAINE VALLEY COMMUNITY COLLEGE
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SEPTEMBER 1977

JC 780 328

Preface

The study described in this report was conducted to provide the college with feedback from employers of Moraine Valley occupational graduates.

This study was conducted by the Office of Research and Evaluation.

Sincere appreciation is expressed to Sharon Teason who typed the report, Pat Oakes who prepared the graphics and to the Office Pool who duplicated and collated the report.

Mary Kathryne Baratta
September 1977

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I. Objectives

General objectives for the follow-up study of employers of MVCC occupational program graduates were:

A. To determine whether the graduate possessed the necessary human relations abilities, communication skills, problem-solving skills, technical skills and life skills to function effectively in his/her present position.

B. To determine the quality and quantity of work by MVCC occupational graduates.

C. To determine the suitability of the MVCC occupational graduate for the job.

D. To determine the overall attitude of the employee towards work.

E. To determine the relationship of MVCC achievement to employer evaluation.

F. To determine strengths and weaknesses in the MVCC occupational program areas.

G. To determine whether or not employers would hire additional MVCC graduates.

II. Procedures

Employers of occupational program graduates (Business, Health Science, Technological and Public Service) who graduated during the 1975-76 academic year were identified in an occupational graduate follow-up survey conducted in fall 1976. Additional employers names were identified by the various program coordinators. The 1976 occupational graduate survey results showed that 76% of the graduates were working full-time, N = 231. Of that number, 131 (57%) supplied MVCC with employers' names. Each employer was mailed a questionnaire (November 1976) and was asked to have the immediate supervisor of the MVCC graduate complete the evaluation. A second questionnaire was mailed to employers who had not responded to the first mailing. One hundred twenty-one of the 131 employers responded (92% response rate). Table 1 summarizes the response patterns for the occupational program areas.

Table 1

Employer Response Pattern by Program Area

	No. of Graduates in Study	Percent of Graduates	No. of Questionnaires Returned	Percent Responses	Percent Response Rate
Business	31	24%	29	24%	94%
Health Science	55	42	52	43	95
Public Service	33	25	31	26	94
Technology	12	9	9	7	75
TOTAL	131	100%	121	100%	92%

Due to the lack of sampling procedures and incomplete identification of all employers of occupational graduates, results of this survey cannot be generalized to all MVCC occupational program graduates. However, the results do provide program area evaluation data.

III. Study Results

The survey results are summarized for all occupational graduates and for each skill area by program.

A. Composite Evaluation

A composite evaluation (total score for the questionnaire) for 1976 is displayed in Figure 1 for the four program areas and all occupational program graduates.

Although there are variations in the average rating by each program and overall, results of the 1975 and 1976 employer evaluation of occupational graduates shows that, in general, MVCC occupational graduates maintained their Good rating.

In 1976, the range of ratings for various MVCC program areas was from 2.8 to 3.1. Public Service graduates received a rating value of 3.1, Good. Health Science graduates and Technological graduates received a rating value of 2.8, Good.

Comparing the 1975 employer ratings with the 1976 employer ratings of MVCC occupational graduates shows that the composite rating and the ratings for the major program areas were lower in 1976 than they were in 1975.

B. Human Relation Skills Evaluation

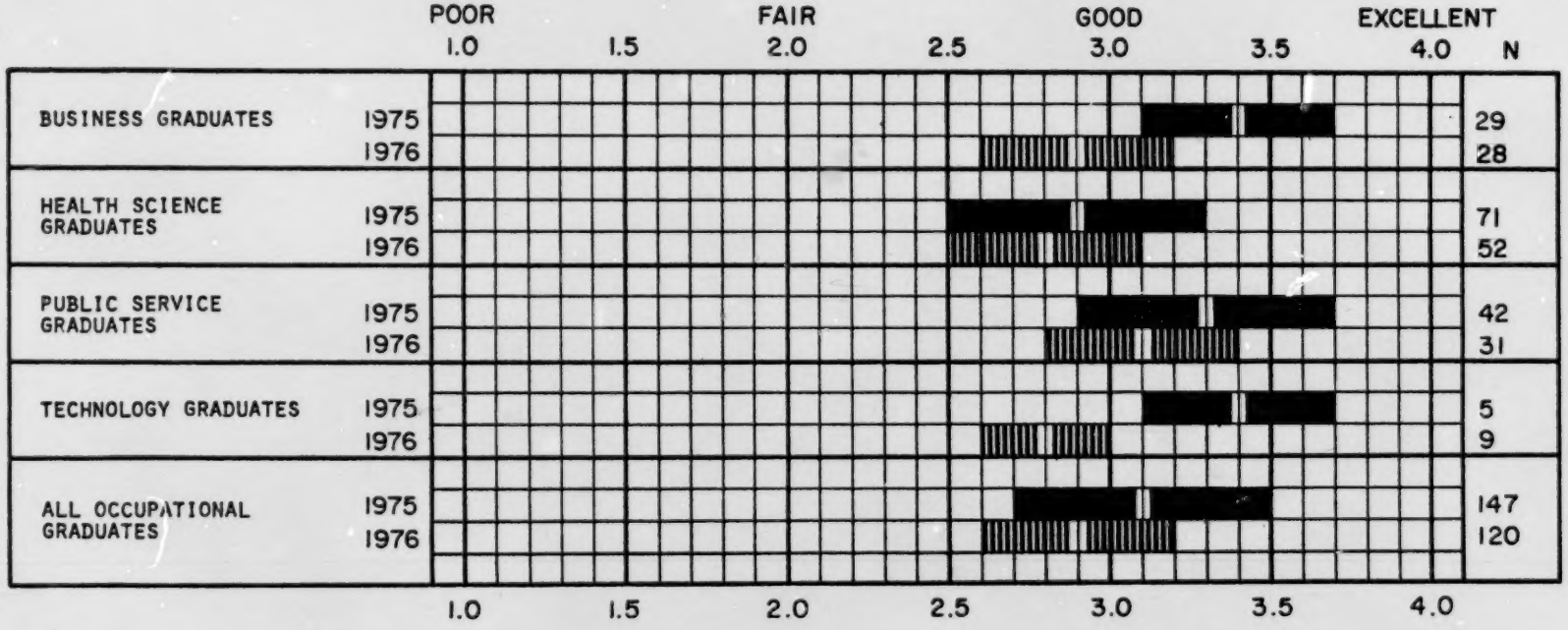
Figure 2 displays the composite evaluation for human relation skills.

The ratings for 1976 occupational graduates' human relation skills had a range from 2.9 to 3.5. The rating value 3.5 was assigned to "Cooperates with fellow workers to get job done," "Cooperates with supervisor" and "Helps people who ask for assistance." The 2.9 rating was assigned to "Promotes the use of new ways of doing things."

Results of the 1975 and 1976 employer evaluation of human relation skills of occupational graduates shows that, in general, MVCC occupational graduates still maintain their Good rating, i.e., the overall human relation skills means had minor variations from 1975 to 1976. Eight human relation skills were evaluated by employers of occupational graduates. Three ratings for human relation skills were higher in 1976 than in 1975. The remaining five ratings were identical for 1975 and 1976. The human relation skills which had higher ratings for 1976 were: "Accepts direction without becoming resentful," "Helps people who ask for assistance" and "Is accessible to others."

- FIGURE I -

COMPOSITE EVALUATION FOR HUMAN RELATIONS, COMMUNICATION SKILLS
PROBLEM SOLVING SKILLS, TECHNICAL SKILLS, LIFE SKILLS, AND GENERAL STATEMENTS



INTERPRETATION: SPLIT IN LINE SHOWS WHERE MEAN FALLS

DARKENED AREAS SHOW ONE-HALF STANDARD DEVIATION ABOVE MEAN AND ONE-HALF STANDARD DEVIATION BELOW MEAN

- FIGURE 2 -

HUMAN RELATIONS SKILLS EVALUATION

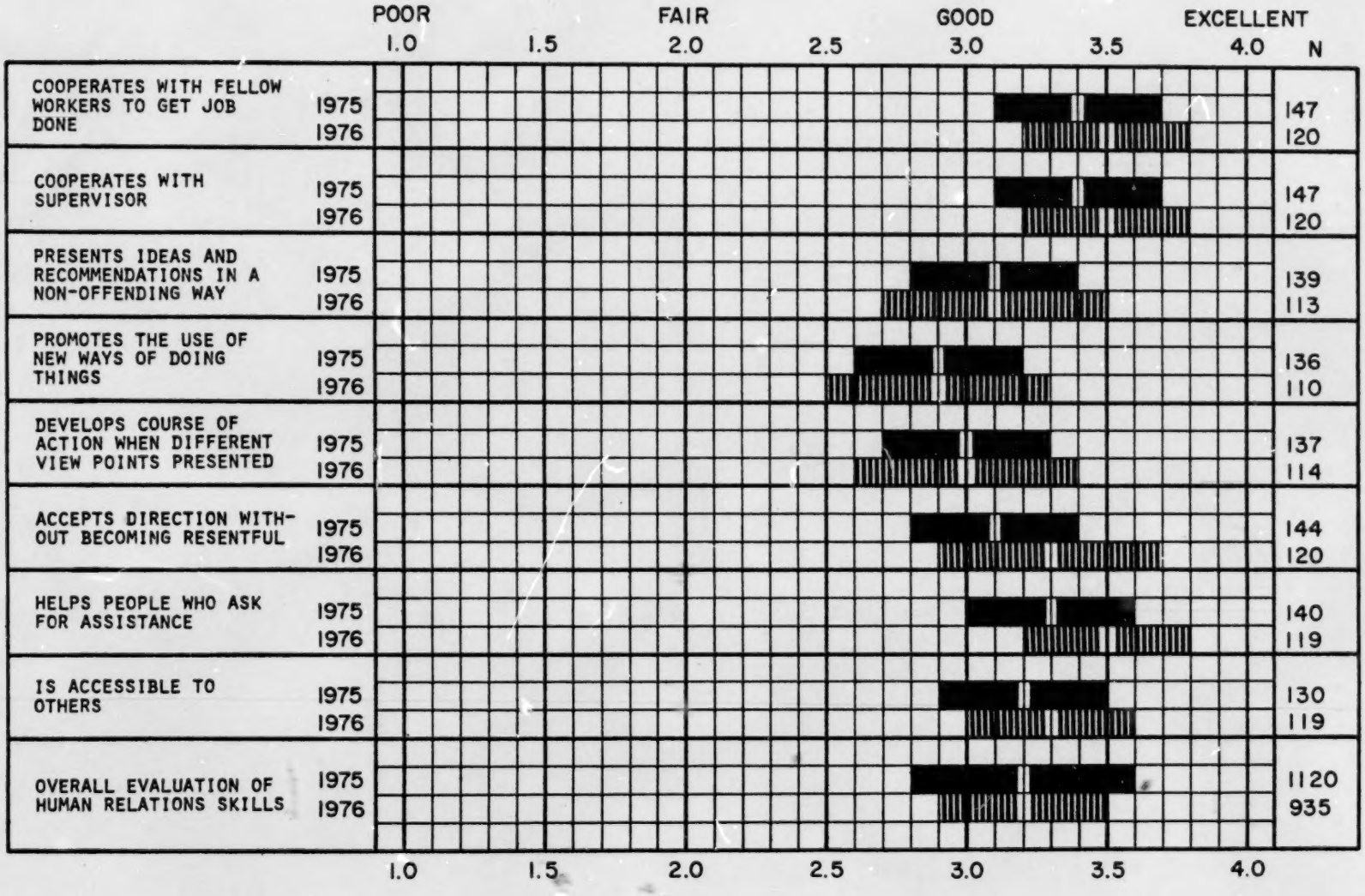


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Table 2 displays the results of human relation skills evaluation by program area.

The ratings in the Business programs had a range from Good to Excellent. An Excellent rating was received for "Cooperates with supervisor." Good ratings were received for "Promotes the use of new ways of doing things," "Develops an acceptable course of action when different points of view are presented." Overall, Business graduates were rated Good-Excellent in human relation skills, the same rating that they received in 1975.

Comparing the 1975 ratings with the 1976 ratings of Business graduates shows that the ratings of all aspects of human relation skills were identical for 1975 and 1976.

The ratings for Health Science graduates had a range from Fair-Good to Good-Excellent. "Cooperates with fellow workers to get job done," "Cooperates with supervisor," "Accepts direction without becoming resentful," "Helps people who ask for assistance" and "Is accessible to others" received a Good-Excellent rating. The Fair-Good rating was obtained by "Promotes the use of new ways of doing things." From 1975 to 1976 the ratings of four human relation skills were higher. The ratings were higher for "Cooperates with fellow workers to get job done," "Accepts direction without becoming resentful," "Helps people who ask for assistance" and "Is accessible to others." The ratings from 1975 to 1976 were identical for "Cooperates with supervisor," "Presents the ideas and recommendations to person or groups in a non-offending way" and "Develops an acceptable course of action when different points of view are presented." The rating for "Promotes the use of new ways of doing things" was lower in value for 1976 occupational graduates. In general, from 1975 to 1976 Health Science graduates retained their Good rating on human relation skills evaluation.

The range of ratings for Public Service graduates on human relation skills were from Good to Good-Excellent. "Promotes the use of new ways of doing things" and "Develops an acceptable course of action when different points of view are presented," were rated Good in 1976. The remaining items on the human relation scale received a rating value of Good-Excellent. With the exception of "Presents ideas and recommendations to persons or groups in a non-offending way" which went from a Good in 1975 to a Good-Excellent in 1976, the remaining aspects of human relation skills were identical for 1975 and 1976. There was no change in the overall rating of Public Service graduates on human relation skills from 1975 to 1976.

Employers rated the human relation skills of Technology graduates from Good to Excellent. "Cooperates with supervisors" was rated as Excellent. "Presents ideas and recommendations to persons or groups in a non-offending way," "Promotes the use of new ways of doing things," "Develops an acceptable course of action when different points of view are presented," "Accepts direction without becoming resentful" and "Is accessible to others" received the rating value Good.

Table 2

Human Relations Evaluation by Program Area

Item	Business		Health Science		Public Service		Technology	
	1975 Rating	1976 Rating	1975 Rating	1976 Rating	1975 Rating	1976 Rating	1975 Rating	1976 Rating
Cooperates with fellow workers to get job done	G-E	G-E	G	G-E	G-E	G-E	E	G-E
Cooperates with supervisor	E	E	G-E	G-E	G-E	G-E	G-E	E
Presents ideas and recommendations to persons or groups in a non-offending way	G-E	G-E	G	G	G	G-E	G	G
Promotes the use of new ways of doing things	G	G	G	F-G	G	G	G	G
Develops an acceptable course of action when different points of view are presented	G	G	G	G	G	G	G	G
Accepts direction without becoming resentful	G-E	G-E	G	G-E	G-E	G-E	G	G
Helps people who ask for assistance	G-E	G-E	G	G-E	G-E	G-E	E	G-E
Is accessible to others	G-E	G-E	G	G-E	G-E	G-E	E	G
OVERALL	G-E	G-E	G	G	G-E	G-E	G-E	G

Key: E = Excellent
G = Good
F = Fair

Overall, Technology graduates went from a composite rating of Good-Excellent in 1975 to a rating of Good in 1976. When comparing individual aspects from 1975 to 1976, one rating value was higher in value, four rating values remained the same in value and three rating values were down. "Cooperates with supervisor" went from a Good-Excellent in 1975 to an Excellent in 1976. Lower ratings were obtained in 1976 for "Cooperates with fellow workers to get job done," "Helps people who ask for assistance" and "Is accessible to others." The ratings remained the same for "Presents ideas and recommendations to persons or groups in a non-offending way," "Promotes the use of new ways of doing things," "Develops an acceptable course of action when different points of view are presented" and "Accepts direction without becoming resentful."

Employers of occupational graduates rated "Cooperates with fellow workers to get job done," "Develops an acceptable course of action when different points of view are presented," "Helps people who ask for assistance" and "Is accessible to others" the same across all programs.

The Business programs, Health Science programs and Public Service programs retained their overall 1975 ratings in 1976. Public Service graduates obtained more Good-Excellent ratings on human relation skills from their employers than graduates of other program areas.

C. Communication Skills Evaluation

The composite evaluation for communication skills is displayed in Figure 3.

Overall, the communication skills of occupational graduates were rated Good. The ratings had a range from 2.9 to 3.4. A rating value of 3.4 was assigned to "Asks questions which clarify tasks." The rating value 2.9 was assigned to "Poised when speaking to groups."

Table 3 displays the questionnaire results of communication skills evaluation by program area.

The range of ratings of communication skills in the Business area ranged from Good to Good-Excellent. "Asks questions which clarify tasks" was rated Good-Excellent. The remaining communication skills were rated Good.

Of the seven aspects of communication skills, three skill areas were rated identically in 1975 and 1976, three skill areas were lower in value in 1976 than in 1975 and one skill area was higher in 1976 than in 1975. The ratings were identical in 1975 and 1976 for "Organizes thoughts in writing," "Adapts writing to the audience" and "Poised when speaking to groups." The communication skill areas that had lower ratings in 1976 were: "Uses appropriate grammar and spelling in writing," "Accomplishes tasks in group situations" and

- FIGURE 3 -

COMMUNICATION SKILLS EVALUATION

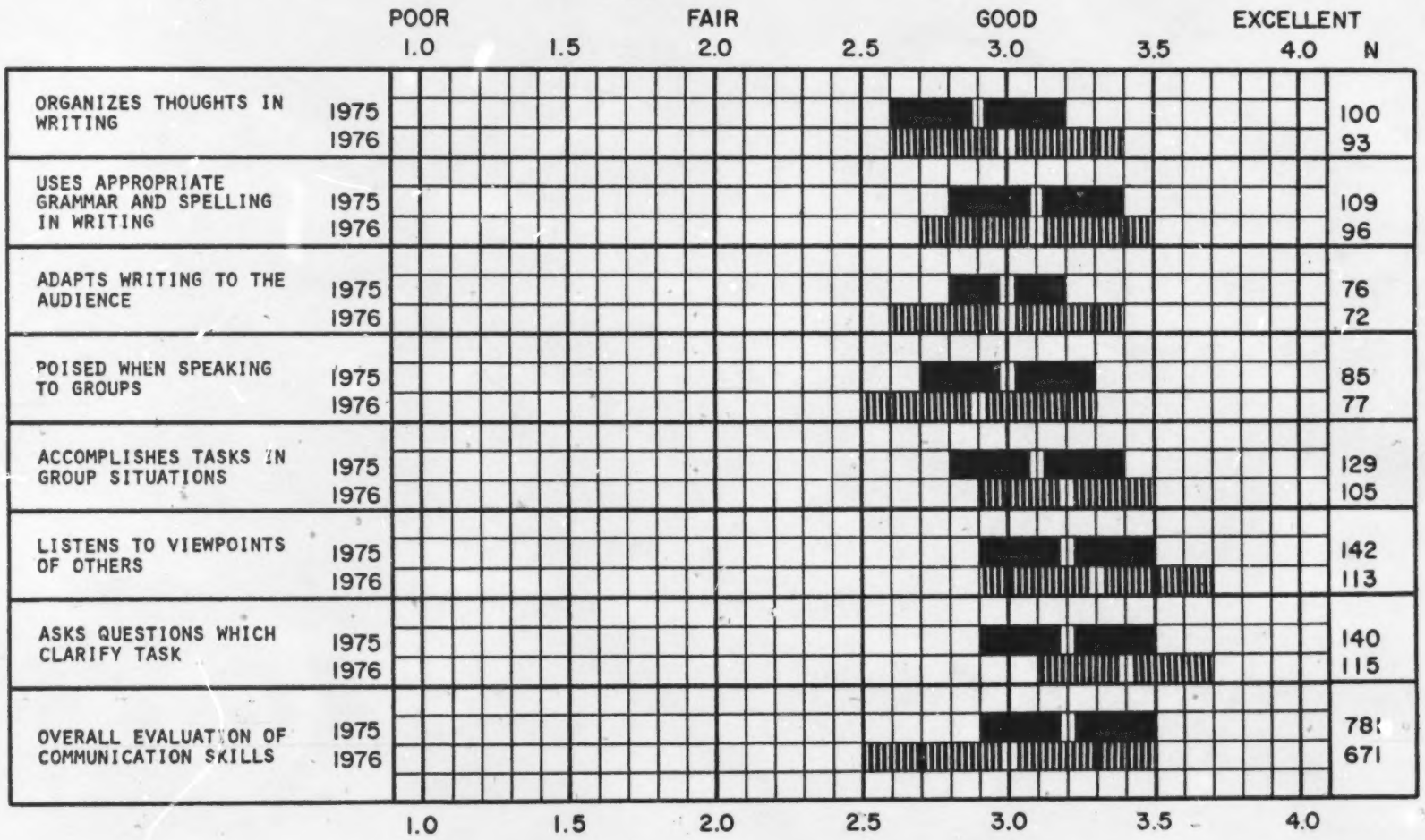

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Table 3

Communication Skills Evaluation by Program Area

Item	Business		Health Science		Public Service		Technology	
	1975	1976	1975	1976	1975	1976	1975	1976
Organizes thoughts in writing	G	G	G	G	G	G	G	F-G
Uses appropriate grammar and spelling in writing	G-E	G	G	G-E	G-E	G	G	G
Adapts writing to the audience	G	G	G	G-E	G	G	G	G
Poised when speaking to groups	G	G	G	G	G	G	G	G
Accomplishes tasks in group situations	G-E	G	G	G	G-E	G-E	G	G
Listens to viewpoints of others	G-E	G	G	G-E	G-E	G-E	G	G-E
Asks questions which clarify task	G	G-E	G	G-E	G-E	G	G	G
OVERALL	G	G	G	G-E	G-E	G	G	G

Key: E = Excellent
G = Good
F = Fair

"Listens to viewpoints of others." "Asks questions which clarify tasks" was rated higher in 1976 than in 1975. Overall, Business graduates maintained their Good rating from 1975 to 1976.

For Health Science, the range of ratings for communication skills was from Good to Good-Excellent. "Uses appropriate grammar and spelling in writing," "Adapts writing to audience," "Listens to viewpoints of others" and "Asks questions which clarify tasks" were rated Good-Excellent. The remaining communication skills were rated Good.

Four of the seven aspects of communication skills had higher rating values in 1976 than in 1975. The remaining three aspects had identical ratings in 1975 and 1976. Communication skills evaluation were higher in 1976 for "Uses appropriate grammar and spelling in writing," "Adapts writing to audience," "Listens to viewpoints of others" and "Asks questions which clarify tasks." "Organizes thoughts in writing," "Poised when speaking to groups" and "Accomplishes tasks in group situations" had identical ratings in 1975 and 1976. Overall, the Health Science area went from a Good rating in 1975 to a Good-Excellent rating in 1976 for communication skills.

The range of ratings for Public Service graduates was from Good to Good-Excellent. "Accomplishes tasks in group situations," "Listens to viewpoints of others" and "Asks questions which clarify tasks" were rated Good-Excellent. The remaining communication skills were rated Good.

Comparing the 1975 employer ratings of Public Service graduates with the 1976 ratings indicates six ratings that were identical for both years and one rating that was lower in 1976 than in 1975. The ratings that were maintained from 1975 to 1976 were "Organizes thoughts in writing," "Adapts writing to the audience," "Poised when speaking to groups," "Accomplishes tasks in group situations," "Listens to viewpoints of others" and "Asks questions which clarify tasks." A lower rating value was obtained in 1976 for "Uses appropriate grammar and spelling in writing." Overall, the 1976 rating of Good was lower in value than the 1975 rating of Good-Excellent.

The range of ratings for Technology graduates was from Fair-Good to Good-Excellent. The communication skills that were rated Good-Excellent were "Listens to viewpoints of others" and "Asks questions which clarify tasks." A Fair-Good rating was received by "Organizes thoughts in writing."

One rating was higher in value in 1976 than in 1975, five rating values were identical in 1975 and 1976 and one rating value was lower in value in 1976 than in 1975. The ratings that were maintained from 1975 to 1976 include: "Uses appropriate grammar and spelling in writing," "Adapts writing to the audience," "Poised when speaking to groups," "Accomplishes tasks in group situations" and "Asks questions which clarify tasks." The rating value was higher in value in 1976 for "Listens to viewpoints of others." "Organizes thoughts in writing" received a lower rating value in 1976. Overall, Technology graduates maintained their Good rating from 1975 to 1976.

Employers of occupational graduates rated "Poised when speaking to groups" and "Asks questions which clarify tasks" the same across all programs.

Health Science graduates obtained more Good-Excellent ratings on communication skills from their employers than graduates of other program areas. Technology graduates received the only Fair-Good rating from employers for an aspect of communication skills.

D. Technical Skills Evaluation

The composite evaluation of occupational graduates' technical skills is displayed in Figure 4.

The range of rating values was from 3.0 to 3.3. "Adapts equipment for new tasks" received the rating value of 3.0, Good. "Operates equipment or instruments with accuracy," "Cares for equipment or instruments" and "Safety habits--minimizes chances for accidents" were rated as Good technical skill areas.

Table 4 displays questionnaire results of employers' evaluation of 1976 occupational graduates' technical skills.

The rating values for technical skills in the Business programs were all Good-Excellent. All technical skill area evaluations maintained their 1975 ratings in 1976. The composite rating for the technical skills of Business graduates was Good-Excellent.

For the Health Science graduates all ratings for technical skill areas were Good. Comparing 1975 rating values for technical skills with 1976 rating values shows that with the exception of "Adapts equipment for new tasks" the rating values were maintained. The rating value was higher in 1976 for "Adapts equipment for new tasks." The composite rating for the technical skills of Health Science graduates was Good.

The range of ratings for Public Service graduates was from Good to Good-Excellent for technical skills. A Good rating was received for "Adapts equipment for new tasks." The remaining areas of technical skills were rated Good-Excellent.

Comparing 1975 technical skill ratings with 1976 technical skill ratings shows five ratings maintaining their 1975 value in 1976 and one rating that was higher in value in 1976. "Handles equipment or instruments with speed" went from a rating value of Good in 1975 to a Good-Excellent in 1976. Overall, Public Service graduates maintained their Good-Excellent rating.

The range of ratings for Technology graduates was from Fair-Good to Good-Excellent. "Adapts equipment for new tasks" received a Fair-Good rating. A Good-Excellent rating was received by "Safety habits--minimizes chances for accidents.

- FIGURE 4 -

TECHNICAL SKILLS EVALUATION

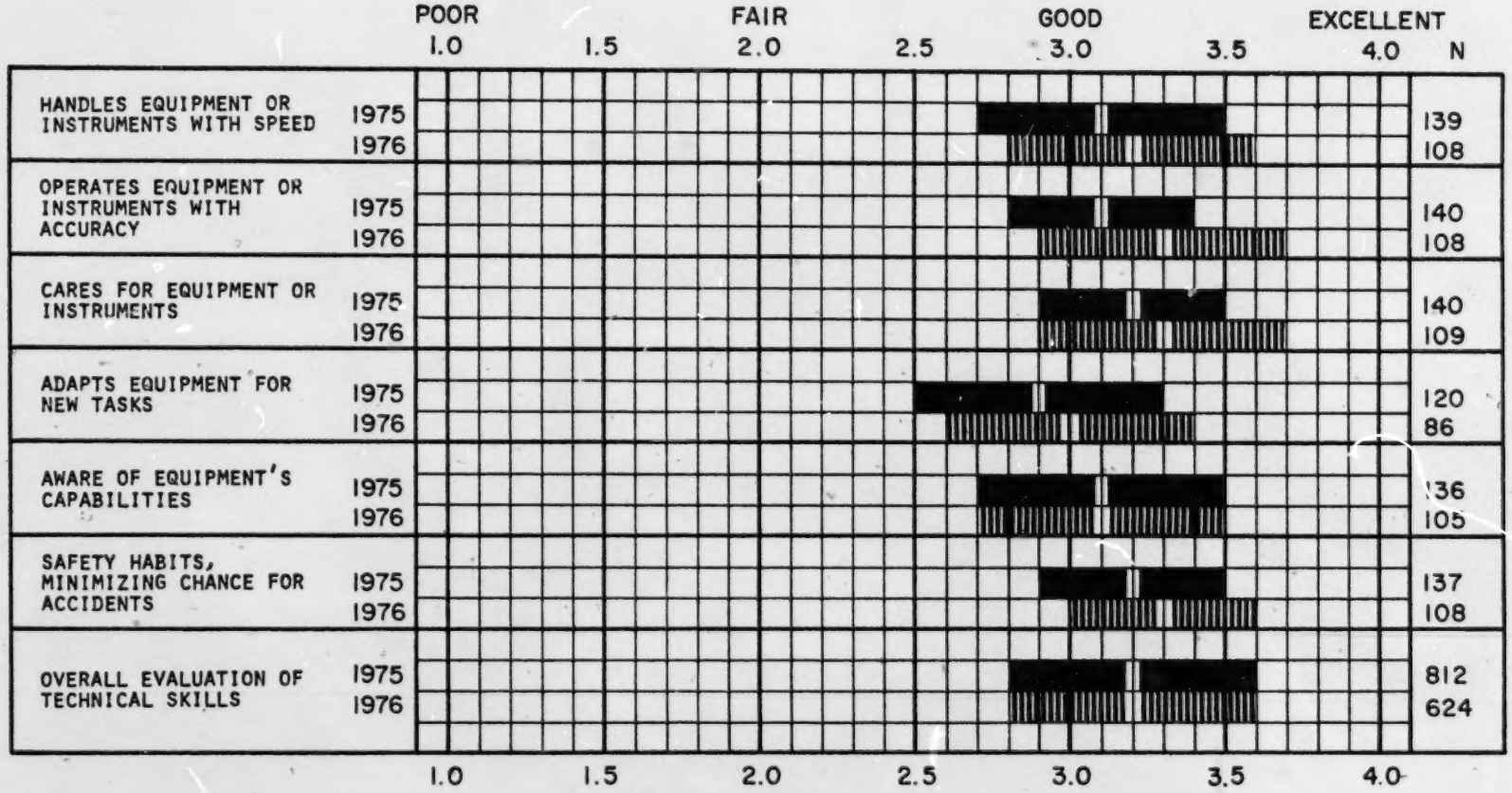

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Table 4

Technical Skills Evaluation by Program Area

Item	Business		Health Science		Public Service		Technology	
	1975	1976	1975	1976	1975	1976	1975	1976
Handles equipment or instruments with speed	G-E	G-E	G	G	G	G-E	E	G
Operates equipment or instruments with accuracy	G-E	G-E	G	G	G-E	G-E	G-E	G
Cares for equipment or instruments	G-E	G-E	G	G	G-E	G-E	G-E	G
Adapts equipment for new tasks	G-E	G-E	F-G	G	G	G	G-E	F-G
Aware of equipment's capabilities	G-E	G-E	G	G	G-E	G-E	G	G
Safety habits--minimizes chances for accidents	G-E	G-E	G	G	G-E	G-E	G	G-E
OVERALL	G-E	G-E	G	G	G-E	G-E	G-E	G

Key: E = Excellent
G = Good
F = Fair

Comparing the rating values for 1975 and 1976 shows one rating value higher in 1976, one rating value identical for 1975 and 1976 and four ratings lower in value in 1976. "Safety habits--minimizes chances for accidents" went from a rating value of Good in 1975 to a Good-Excellent in 1976. "Handles equipment or instruments with speed," "Operates equipment or instruments with accuracy," "Cares for equipment" and "Adapts equipment for new tasks" had lower rating values in 1976. The overall evaluation of the graduates' technical skills was Good, down from the Good-Excellent rating by employers of 1975 Technology graduates.

No technical skill areas were rated identical across all programs. Business graduates received the largest number of Good-Excellent ratings. Health Science graduates, rated Good, and Business graduates, rated Good-Excellent, were the only program areas that received the same rating for all aspects of technical skills.

E. Problem-Solving Skills Evaluation

Figure 5 displays the problem-solving skills of MVCC occupational graduates.

The ratings for problem-solving skills of 1976 occupational graduates was from 2.9 to 3.2. "Ability to evaluate the solution" was rated 2.9 and "Has range of knowledge required by job" was rated 3.2. Overall, the problem-solving abilities of occupational graduates were rated Good. Little variation occurred in the mean ratings across the 12 statements pertaining to problem-solving.

The evaluation of occupational graduates by program area is displayed in Table 5.

The ratings for problem-solving skills of Business graduates ranged from Good to Good-Excellent. "Has the range of knowledge required by job" received the Good-Excellent rating. The remaining problem-solving skill areas were rated Good.

Comparing 1975 and 1976 employers' evaluation of Business graduates indicates five areas where ratings were lower in value in 1976 and three areas where the rating values were identical for 1975 and 1976. The problem-solving skill areas that had lower rating values in 1976 were "Ability to recognize a problem," "Ability to define a problem," "Budgets time for carrying out the various work activities," "Divides work into individual jobs and provides a method of blending the individual efforts" and "Uses present and past information to develop a future course of action." The overall rating of Business graduates on problem-solving skills went from a Good-Excellent in 1975 to a rating of Good in 1976.

For the Health Sciences the ratings for problem-solving skills were Good. There was no deviation from the previous years ratings. Overall, the problem-solving skills of Health Science graduates were rated Good.

- FIGURE 5 -

PROBLEM SOLVING SKILLS EVALUATION

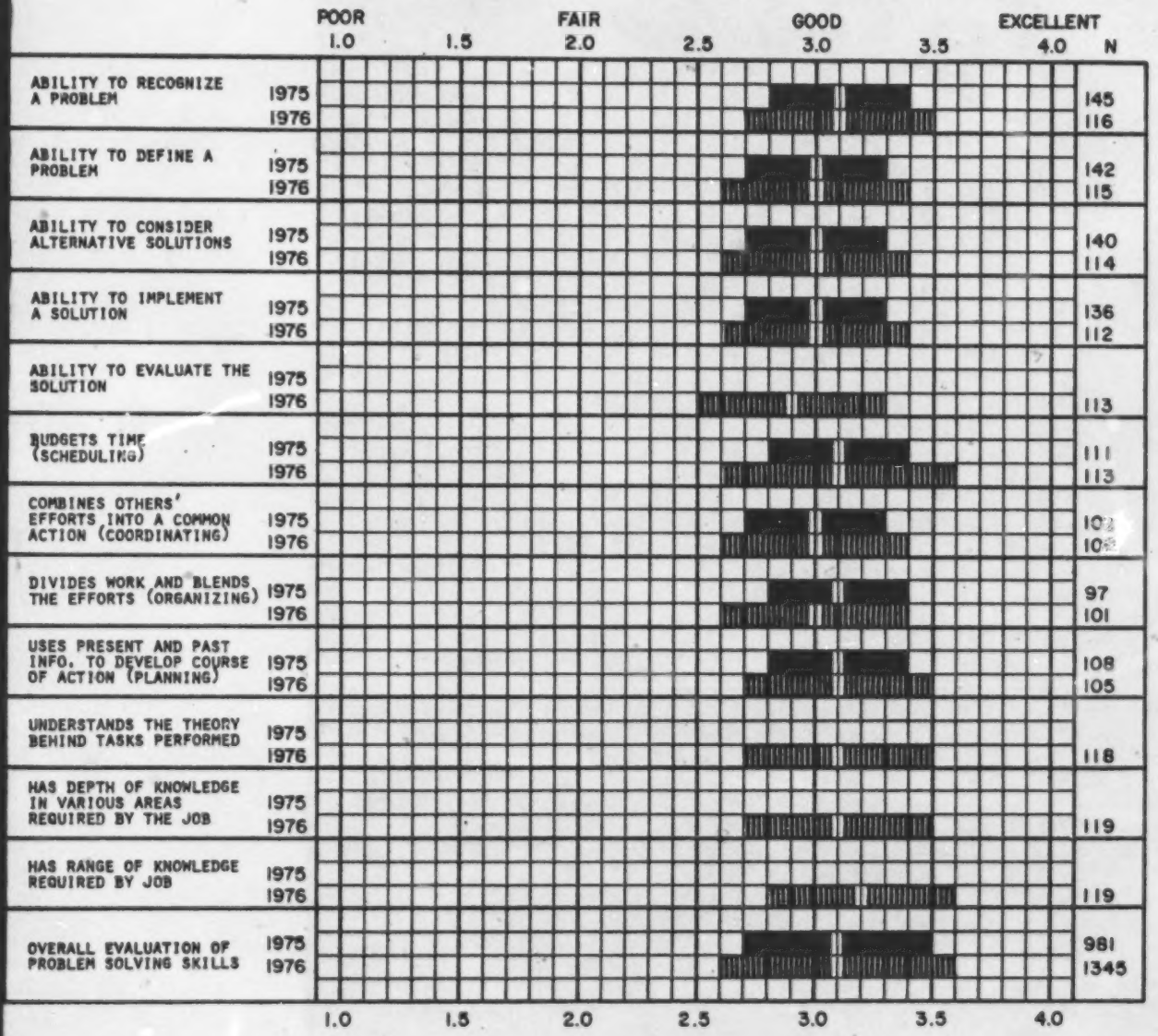

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Table 5

Problem-Solving Skills Evaluation by Program Area

Item	Business		Health Science		Public Service		Technology	
	1975	1976	1975	1976	1975	1976	1975	1976
Ability to recognize a problem	G-E	G	G	G	G-E	G	G-E	G
Ability to define a problem	G-E	G	G	G	G	G	G-E	G
Ability to consider alternative solutions	G	G	G	G	G	G	G	G-E
Ability to implement a solution	G	G	G	G	G	G	G-E	G
Ability to evaluate the solution	-	G	-	G	-	G	-	G
Budgets time for carrying out the various work activities (scheduling)	G-E	G	G	G	G-E	G-E	G-E	G
Combines others' efforts into a common action (coordinating)	G	G	G	G	G	G	G-E	G
Divides work into individual jobs and provides a method of blending the individual efforts (organizing)	G-E	G	G	G	G	G	G-E	G
Uses present and past information to develop a future course of action (planning)	G-E	G	G	G	G	G	G-E	F-G
Understands the theory behind the tasks performed	-	G	-	G	-	G-E	-	G
Has depth of knowledge in the various areas required by the job	-	G	-	G	-	G	-	G
Has range of knowledge required by job	-	G-E	-	G	-	G-E	-	G-E
OVERALL	G-E	G	G	G	G	G	G-E	G

Key: E = Excellent
G = Good
F = Fair

The range of ratings for Public Service graduates were from Good to Good-Excellent. The rating Good-Excellent was achieved for: "Budgets time for carrying out the various work activities," "Understands the theory behind the tasks performed" and "Has the range of knowledge required by job." The remaining problem-solving skill areas were rated Good.

Comparing 1975 and 1976 ratings indicates one area, "Ability to recognize a problem," had a lower rating value in 1976 than in 1975. The remaining technical skill areas maintained identical ratings for 1975 and 1976. There was no change in the overall rating of Good from 1975 to 1976.

Technology graduates were rated from Fair-Good to Good-Excellent on problem-solving skills. "Uses present and past information to develop a future course of action" was rated Fair-Good. "Ability to consider alternative solutions" and "Has range of knowledge required by job" were rated Good-Excellent.

With the exception of "Ability to consider alternative solutions" which had a Good rating value in 1975 and a Good-Excellent rating value in 1976, all other rating values were lower in 1976. The overall rating for Technology graduates on problem-solving skills went from a Good-Excellent in 1975 to a Good in 1976.

"Ability to recognize a problem," "Ability to define a problem," "Ability to implement a solution," "Ability to evaluate a solution," "Combines others' efforts into a common action," "Divides work into individual jobs and provides a method of blending the individual efforts" and "Has depth of knowledge in the various areas required by the job" achieved identical ratings across all four program areas. Public Service graduates had more Good-Excellent rating values than the other program graduates. The Health Science graduates received a rating value of Good for all problem-solving skills.

F. Life Skills Evaluation

Figure 6 displays the composite responses to life skills evaluation of occupational graduates.

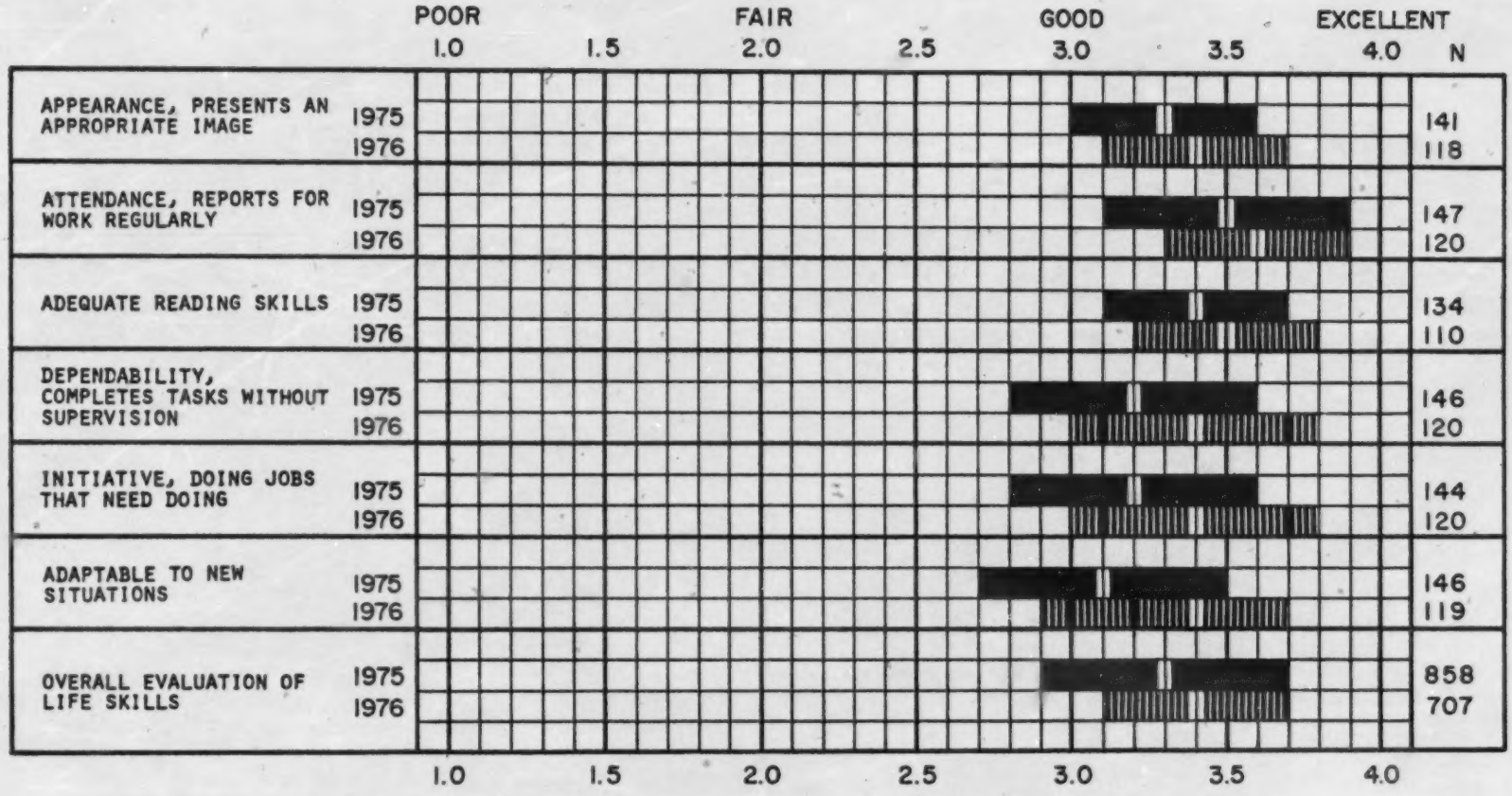
The composite evaluation of the life skills of occupational graduates was Good-Excellent. The range of ratings were from 3.3 to 3.6. A rating value of 3.3 was received by "Adaptable to new situations." "Attendance, reports for work regularly" received a rating value of 3.6. These life skills aspects were rated similarly in 1975.

Table 6 displays the questionnaire results of employers' evaluation of life skills by program area.

The ratings for the Business graduates were from Good-Excellent to Excellent. "Attendance, reports for work regularly" was rated Excellent. The remaining aspects of life skills were rated Good-Excellent.

- FIGURE 6 -

LIFE SKILLS EVALUATION



INTERPRETATION: SPLIT IN LINE SHOWS WHERE MEAN FALLS

DARKENED AREAS SHOW ONE-HALF STANDARD DEVIATION ABOVE MEAN AND ONE-HALF STANDARD DEVIATION BELOW MEAN

Table 6

Life Skills Evaluation by Program Area

Item	Business		Health Science		Public Service		Technology	
	1975	1976	1975	1976	1975	1976	1975	1976
Appearance, presents an appropriate image	G-E	G-E	G	G-E	G-E	G-E	E	G
Attendance, reports for work regularly	E	E	G	G-E	E	G-E	E	E
Adequate reading skills	G-E	G-E	G-E	G-E	G-E	G-E	G-E	G-E
Dependability, completes tasks without supervision	G-E	G-E	G	G	G-E	G-E	G-E	G-E
Initiative, doing jobs that need doing	G-E	G-E	G	G	G-E	E	E	G-E
Adaptable to new situations	G-E	G-E	G	G	G-E	G-E	E	G
OVERALL	G-E	G-E	G	G	G-E	G-E	E	G-E

Key: E = Excellent
G = Good

In 1975 and 1976 the ratings were identical for Business graduates. The composite rating for the life skills of Business graduates was Good-Excellent.

The range of ratings for Health Science graduates were from Good to Good-Excellent. "Appearance, presents an appropriate image," "Attendance, reports for work regularly" and "Adequate reading skills" were rated Good-Excellent. The remaining life skills were rated Good.

Four of the six aspects of life skills retained their 1975 ratings in 1976. "Appearance, presents an appropriate image" and "Attendance, reports for work regularly" had higher rating values in 1976. Overall, the Health Science graduates maintained their Good rating.

The Public Service graduates were rated Good-Excellent on all aspects of life skills. The only rating value that deviated from its 1975 rating was "Attendance, reports to work regularly" which went from Excellent in 1975 to Good-Excellent in 1976. The composite rating for Public Service graduates was Good-Excellent.

The range of ratings for life skills of Technology graduates were from Good to Excellent. "Appearance, presents an appropriate image" and "Adaptable to new situations" were rated Good. "Attendance, reports to work regularly" was rated Excellent.

Three of the six life skill areas were rated lower in value in 1976 than in 1975. The remaining life skill areas were rated identically in both 1975 and 1976. The rating values were lower for "Appearance, presents an appropriate image," "Initiative, doing jobs that need doing" and "Adaptable to new situations." Overall, the Technology graduates were rated Good-Excellent.

The only life skill which received the same rating across program areas was "Adequate reading skills." Business graduates received the highest ratings for life skills. Health Science graduates received the largest number of Good ratings.

G. General Statements

Figure 7 displays the ratings of general statements about occupational graduates.

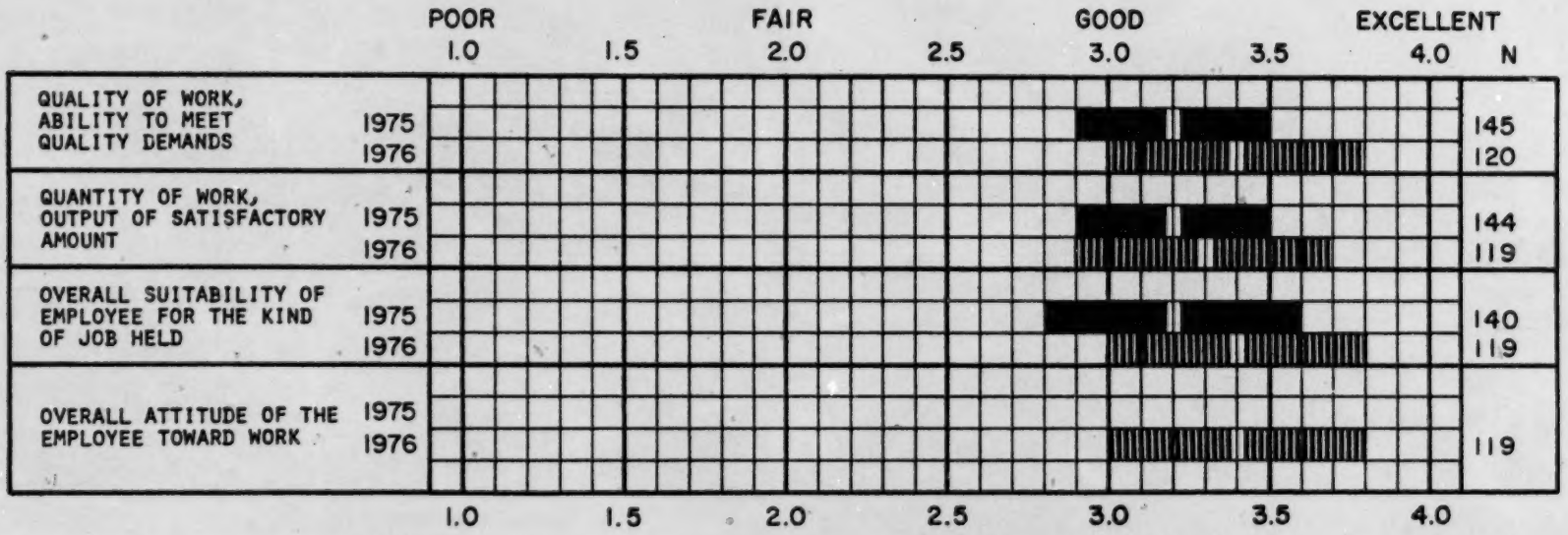
Taken as a group, occupational graduates were rated Good-Excellent with respect to quality of work, quantity of work, overall suitability and overall attitude.

Table 7 displays the questionnaire results for the general statements by program area.

Business and Public Service graduates were rated Good-Excellent on each of the general statements. Health Science and Technology graduates were rated Good for "Quantity of work, output of satisfactory amount." Health Science graduates were also rated Good for "The overall suitability of the employee for the kind of job held."

- FIGURE 7 -

GENERAL STATEMENTS EVALUATION



INTERPRETATION: SPLIT IN LINE SHOWS WHERE MEAN FALLS

DARKENED AREAS SHOW ONE-HALF STANDARD DEVIATION ABOVE MEAN AND ONE-HALF STANDARD DEVIATION BELOW MEAN

Table 7

General Statements by Program Area

Item	Business 1975	Business 1976	Health Science 1975	Health Science 1976	Public Service 1975	Public Service 1976	Technology 1975	Technology 1976
Quality of work, ability to meet quality demands	G-E	G-E	G-E	G-E	G-E	G-E	G-E	G-E
Quantity of work, output of satisfactory amount	G-E	G-E	G-E	G	G	G-E	G	G
The overall suitability of the employee for the kind of job held	G-E	G-E	G-E	G	G-E	G-E	G-E	G-E
The overall attitude of the employee toward work	-	G-E	-	G-E	-	G-E	-	G-E

Key: E = Excellent
G = Good

Business, Public Service and Technology graduates either maintained their respective 1975 ratings or improved their ratings. Health Science graduates had lower rating values in 1976 for quantity of work and overall suitability for the job held.

IV. Relationship of MVCC Achievement to Employer Evaluation

A one-way analysis of variance was conducted to determine if there were differences in the grade-point averages of occupational graduates by program area. An F-ratio of 3.05 was significant at the $P < .05$ level indicating differences in the grade-point averages of graduates by program. The grade-point averages of program graduates responding to this survey were: Business--3.296, Health Science--3.119, Public Service--3.298 and Technology --2.883.

A Scheffe' test was conducted to determine where the differences in grade-point average exist. The result of this post-hoc comparison test indicated that the grade-point averages of Business, Health Science and Public Service graduates were not significantly different. However, the grade-point average of Technology graduates was significantly different ($P < .05$) than the grade-point averages of graduates from Business and Public Service programs. This result implied that the relationship between an MVCC graduates' grade-point average and the employers rating could be examined by program area.

A Pearson product-moment correlation coefficient was calculated for each program area to determine if a relationship existed between a students' MVCC grade-point average and his/her employer's evaluation. Table 8 presents the results of this analysis.

Although nine correlation coefficients are different from zero, only a slight relationship exists in the Business program area for G.P.A. and life skills. The Technology program has relationships existing for G.P.A. and human relation skills, G.P.A. and problem-solving skills, G.P.A. and life skills, G.P.A. and quality of work, G.P.A. and quantity of work and G.P.A. vs. a composite evaluation. No trend has been found from last year to this year.

V. Employability of Other MVCC Graduates

Employers of 1976 occupational graduates were asked if they would hire future MVCC graduates. One hundred three of the 121 employers, 85%, said that based on their experience with MVCC graduates they would hire future MVCC graduates.

VI. Summary of Results

A. Composite Evaluation

1. Consistent with their 1975 ratings, employers rated MVCC training as Good.

2. Public Service graduates received the highest composite rating.

Table 8

Correlation of MVCC G.P.A. with Employer Evaluations by Program Area

Variables	Business	Health Science	Public Service	Technology
G.P.A. vs. Human Relation Skills	.17	.01	-.05	.76*
G.P.A. vs. Communication Skills	.16	.05	.05	.52
G.P.A. vs. Technical Skills	.17	.17	-.11	-.52
G.P.A. vs. Problem-Solving Skills	.09	-.01	.06	.76*
G.P.A. vs. Life Skills	.53*	.15	-.02	.59*
G.P.A. vs. Quality of Work	.20	.26*	.01	.62*
G.P.A. vs. Quantity of Work	.14	.33*	.08	.75*
G.P.A. vs. Overall Suitability	.05	.21	.17	.40
G.P.A. vs. Overall Attitude	.28	.15	-.07	.57
G.P.A. vs. Composite Evaluation	.25	.10	-.01	.72*

* Coefficient is significantly different from zero at the P < .05 level.

B. Human Relation Skills Evaluation

1. The composite evaluation of human relation skills of occupational graduates was Good.

2. Business and Public Service graduates received an overall rating of Good-Excellent on human relation skills.

3. Health Science graduates were rated Fair-Good for "Promotes the use of new ways of doing things."

4. Excellent ratings were received by Business and Technology graduates for "Cooperates with supervisor."

5. "Cooperates with fellow workers to get job done," "Develops an acceptable course of action when different viewpoints are presented," "Helps people who ask for assistance" and "Is accessible to others" were rated the same across all program areas.

6. Public Service graduates obtained more Good-Excellent ratings on human relation skills from their employers than graduates of other program areas.

C. Communication Skills Evaluation

1. The composite evaluation of occupational graduates' communication skills was Good.

2. Health Science graduates obtained more Good-Excellent ratings on communication skills from their employers than graduates of other program areas.

3. Technology graduates received a Fair-Good rating for "Organizes thoughts in writing."

4. Employers of occupational graduates rated "Poised when speaking to groups" and "Asks questions which clarify tasks" the same across all program areas.

5. Health Science graduates were rated Good-Excellent overall, an improvement from their 1975 rating.

D. Technical Skills Evaluation

1. The composite rating of occupational graduates' technical skills was Good.

2. Employers rated all aspects of Business graduates' technical skills Good-Excellent.

3. Technology graduates received a rating of Fair-Good for "Adapts equipment for new tasks."

4. Health Science graduates, rated Good, and Business graduates, rated Good-Excellent, were the only program areas that received the same rating for all aspects of technical skills.

E. Problem-Solving Skills Evaluation

1. The composite rating of occupational graduates' problem-solving skills was Good.

2. "Ability to recognize a problem," "Ability to define a problem," "Ability to implement a solution," "Ability to evaluate a solution," "Combines others' efforts into a common action," "Divides work into individual jobs and provides a method of blending the individual efforts" and "Has depth of knowledge in the various areas required by the job" achieved identical ratings across all four program areas.

3. Public Service graduates had more Good-Excellent rating values than other program graduates.

4. A Fair-Good rating was obtained by Technology graduates for "Uses present and past information to develop a future course of action.

5. Health Science graduates received a Good rating for all aspects of problem-solving skills. These rating values were consistent with their 1975 rating values.

F. Life Skills Evaluation

1. The composite evaluation of the life skills of occupational graduates' was Good-Excellent.

2. The only life skill which received the same rating across program areas was "Adequate reading skills."

3. Business graduates received the highest ratings for life skills.

4. Business and Technology graduates received an Excellent rating for "Attendance, reports for work regularly."

5. Business, Public Service and Technology graduates had an overall rating of Good-Excellent for life skills.

G. General Statements Evaluation

1. Occupational graduates were rated Good-Excellent with respect to quality of work, quantity of work, overall suitability and overall attitude.

2. Business and Public Service graduates were rated Good-Excellent on each of the general evaluation statements.

3. Business, Public Service and Technology graduates either maintained their respective 1975 ratings or improved their ratings.

H. Relationship of MVCC Achievement to Employer Evaluation

1. Technology program graduates' G.P.A.'s were related to their employers' evaluation. High evaluations for human relation skills, problem-solving skills, life skills, quality of work, quantity of work and a composite evaluation tended to be associated with high G.P.A.'s.

I. Employability of Other MVCC Graduates

1. Eighty-five percent of the employers said that based on their present experience with MVCC graduates they would hire future MVCC graduates.

VII. Additional Comments

The following selection of unedited statements, omitting student identification, were made by employers of the 1975-76 occupational graduates. This list demonstrates the range of comments.

A. Employers of Business Graduates

- *I'm very pleased with this graduate's and other MVCC students that have spent time training at 3M.*

- *This graduate is a very good worker, works at a steady pace, has very good organization and gets along with co-workers.*

B. Health Science Graduates

- *We have been employing MVCC MLT's for at least 5 years and have been satisfied.*

- *I feel they as a whole have good theory background. I believe if most hospitals could have a longer orientation program, our problems could somewhat be solved.*

- *But even though they seem to be one of the better prepared A.A. programs they still are not ready to practice in the reality of nursing care. She is one of the more stable MVCC nurses I have, she is not very confident and although her ideals are high, she has been quite frustrated because the reality of nursing and the preparation she had are too far apart. Her adjustment period, from new graduate to now has been very traumatic on many occasions and although she has had almost 9 months experience I could not in good conscious have her function independently with any more responsibility than as team leader.*

- *She has learned her lessons well. She is cooperative and mixes well with the other people in the operating room. She has been an extremely bright, competent individual and has learned the pump technology well within the limits of the best students that we have had at the present time.*

C. Public Service Graduates

- *I am an MVCC graduate. "Sure I think I am good." I am dealing only with older students, find these people far above average. And most have their life work picked and working at. Feel you can recommend my employee as a student and leader to anyone, can only improve with age.*

- *Most are well prepared. I hire many.*

- *I feel the courses prepare the students well. I would choose those who seemed to fit into our type program, especially after internship, who loved children and pre school work. I do think that some people could never handle this type of situation. Something born in, prerequisites all the courses.*

D. Technology Graduates

- *My experience with MVCC graduates has been very positive--they have been much more capable than expected. Based on this, I would hire future graduates.*

- *I feel this employee lacks in organization patterns, which should improve with experience in time to come.*

MKB/st

Appendix A

MORAINE VALLEY COMMUNITY COLLEGE

Employer Follow-Up
1976

Provide the following information about the employee listed below.

Name of Employee: _____ Date: _____

Employer: _____

Job Title of Employee: _____

Description of Duties: _____

Title of Person Evaluating Employee: _____

* * * \

For items 22-43, rate the following technical skills by circling the letter before the number of each statement. Use this key:

a = Excellent
b = Good
c = Fair
d = Poor
e = Not Applicable

D. PROBLEM SOLVING SKILLS

a b c d e 22. Ability to recognize a problem.

a b c d e 23. Ability to define a problem.

a b c d e 24. Ability to consider alternative solutions.

a b c d e 25. Ability to implement a solution.

a b c d e 26. Ability to evaluate the solution.

a b c d e 27. Budgets time for carrying out the various work activities (scheduling).

a b c d e 28. Combines others' efforts into a common action (coordinating).

a b c d e 29. Divides work into individual jobs and provides a method of blending the individual efforts (organizing).

a b c d e 30. Uses present and past information to develop a future course of action (planning).

a b c d e 31. Understands the theory behind the tasks performed.

a b c d e 32. Has depth of knowledge in the various areas required by the job.

a b c d e 33. Has range of knowledge required by job.

E. LIFE SKILLS

a b c d e 34. Appearance, presents an appropriate image.

a b c d e 35. Attendance, reports for work regularly.

a b c d e 36. Adequate reading skills.

a b c d e 37. Dependability, completes tasks without supervision.

a b c d e 38. Initiative, doing jobs that need doing.

a b c d e 39. Adaptable to new situations.

F. GENERAL STATEMENTS

a b c d e 40. Quality of work, ability to meet quality demands.

a b c d e 41. Quantity of work, output of satisfactory amount.

a b c d e 42. The overall suitability of the employee for the kind of job held.

a b c d e 43. The overall attitude of the employee toward work.

44. Based on your experience with MVCC graduates would you hire future MVCC graduates?

* * * \